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ABSTRACT

This review on the gifted student reveals quite forcefully that those who are young, gifted, and black have neither been observed nor served to any appreciable extent. The findings of this survey of programs show that most schools that responded to the questionnaire had more than one program for student with high academic potential and that these programs had been in existence on their campuses for several years. The programs themselves, however, usually were not highly structured and were independently administered units with their own curricula. Although labeled differently, most of the programs described seemed to share an emphasis on providing opportunities for indepth, independent pursuit of special interests and for meeting with similar students to discuss and exchange ideas. It is recommended that institutions that serve black students collect and study data on this segment of the student population so that unique needs may be identified and met. Counselors and teachers should be encouraged to assist in the development of methods of identification of black students with higher academic potential, instructional techniques, and program design. Persistence should be shown in the search and identification of students with high academic potential so that their presence will contribute to institutional character and reputation. A 28-item bibliography is included. (Author/PG)

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PROGRAMS FOR THE ACADEMICALLY TALENTED BLACK STUDENT

A Survey of Programs in Historically Black Colleges

by

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FOREWORD

It is a responsibility of every society to identify, nurture and bring to full development as much of the constructive talents of its members as possible. The Southern Regional Education Board is particularly interested in non-traditional forms of instruction in higher education which provide opportunity for students of ability to move at their own speed and with high motivation into educational experiences which will maximize their potentials.

In this period of rapidly expanding opportunity for black students, it is particularly important that the traditionally black colleges and universities exercise leadership in finding students who have particular abilities and provide innovative forms of instruction to assist them in fulfilling their highest potentials for leadership. This study of the gifted student on these campuses is particularly timely. SREB expresses its appreciation to Dr. John Chavis and to Tuskegee's Division of Behavioral Science Research for undertaking the investigation which has led to this report. It provides a foundation for new planning to serve better the needs of numbers of students in these institutions who are ready for special forms of instruction as they prepare for their roles in modern society.

Winfred L. Godwin
President
Southern Regional Education Board

TABLE OF CONTENTS

		Page
I.	INTRODUCTION	1
II.	SURVEY OF PROGRAMS	5
III.	CONCLUSION	19
IV.	SELECTED BIBLIOGRAPHY	21

I. INTRODUCTION

Our review of the literature on the gifted student reveals quite forcefully that those who are young, gifted and black, in spite of the familiarity of the phrase,[1] have neither been observed nor served to any appreciable extent. Twenty-three years ago, Martin D. Jenkins, then the President of Morgan State College, wrote that apart from his own "fragmentary studies, practically no research has been devoted to the problem of superior Negro youth."[2] The series of provocative questions which he raised at that time have not, to this day, been thoroughly considered. His work of the 1930's and the 1940's stands today as the major body of research on gifted black youth.

That black youth has not been the central focus of research interest and activity concerning gifted youth is no indicator of the extent of research on black youth. Research on black youth has been massive, but the emphasis has been on weaknesses, not on strengths. This sizeable research effort has been undertaken to study and to undergird programs designed to remedy educational deficiencies among black youth; one of its no doubt unintentional consequences has been to eclipse the existence and needs of a significant number of black youth capable of performing at appreciably higher levels.

The effort to draw attention to the unique needs of the gifted black youth should not be viewed as divisive nor as diversionary from the important goal of providing equal educational opportunity for all black students. It is first a recognition of the range of competencies which are found among black students; a phenomenon which is present in all races and at all socio-economic levels.[3] It is

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[1] The title of Lorraine Hansberry's book *To Be Young, Gifted and Black* has been popularized in the theater and in song.

[2] M.D. Jenkins, "Intellectually Superior Negro Youth: Problems and Needs," *Journal of Negro Education*, XIX (Summer, 1950), 331.

[3] S.P. Marland, Jr., *Education of the Gifted and Talented, Vol. I: Report to the Congress of the United States by the U.S. Commissioner of Education* (Washington, D.C.: August, 1971), p. 2-9

an effort which is consistent with the growing awareness that humans are not well served when they are neatly categorized and treated as members of single categories. They are best served when treated as individuals who have strengths and weaknesses to varying degrees in a broad spectrum of activities.

The gifted black youth is overlooked perhaps because he is unexpected; at any rate, he is more likely to go undetected and unserved than is the gifted white youth. Earl McGrath, in his widely read *The Predominantly Negro Colleges and Universities in Transition*, stated that even those institutions which attract students with low high school records and poor qualifying test scores invariably have students who possess the highest academic potential.[4] The point here is to emphasize the presence of gifted youth not simply in the academically prestigious eastern institutions, but in institutions which are academically rated from low to high, and are geographically located from north to south, east to west.

It is a common misconception that gifted students are easily identified and are capable of taking care of themselves. Neither is true.[5] Intuition is not in itself an adequate tool for detecting the gifted youth, nor is this youth necessarily a trouble-free high achiever. Teachers and counselors need to look at their students for evidence of the potential to excel in some area of individual academic programs, rather than simply for evidence of the likelihood of failure.

If gifted students do go undetected by those school personnel closest to them, the teachers and the counselors, what is the gifted student like? This is a basic consideration. In Public Law 91-230, Section 806, the Commissioner of Education was directed to define gifted and talented children for purposes of Federal education programs. The advisory panel which undertook the assignment established the following definition:[6]

> Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.
>
> Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:
>
> 1. general intellectual ability
> 2. specific academic aptitude
> 3. creative or productive thinking
> 4. leadership ability
> 5. visual and performing arts
> 6. psychomotor ability

It should be added to the above criteria that interest and ability to perform well in the various areas of human activity differ for each of these individuals.

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[4] (New York: Institute of Higher Education, 1965), p.8.

[5] Marland, p. I-1.

[6] Ibid, pp. 9-10.

For some persons interest and ability may be high in art, or in music, or in athletics, or in leadership activity, or in an academic discipline, or in a combination of two or more of the preceding activities. Our concern in this study is primarily with the academically gifted student who is black.

The number of persons found in the general population who are gifted is significant, but not large. It is argued by some that it is about 3%, others would push the number beyond this a point or two. This figure is an estimate of the number of gifted persons in the various areas of human activity. The academically gifted would comprise only a portion of those. Whatever the size of the population of the academically gifted students, it is clear that their needs and their potential contributions are both large.[7]

Jenkins observed in his research on black students that, while their problems were similar to those of the gifted white students, the black student had social and educational needs different in degree and in some instances almost different in kind. Jenkins enumerated six special problem areas for the black and gifted student.[8]

1. The black youth in the general population is less likely than the white counterpart to be identified as gifted.
2. The school attended by the black youth is less likely than the school of the white counterpart to be one which gives special attention to the needs of the gifted student.
3. The gifted black student is less likely to receive adequate educational and vocational guidance.
4. The gifted black youth is less likely to be exposed to an intellectually stimulating environment, and, for that reason, is less likely to perform near the upper level of his potentiality.
5. The black youth is more likely than the white counterpart to be of low socio-economic level, and for this reason less likely to remain in school and achieve at a high level.
6. The gifted black youth is likely to become preoccupied with racial issues which, while part of the daily life for him, may preclude achievement in other areas.

Although Jenkins wrote twenty-three years ago, he would probably state much the same view today. Those schools whose programs are geared solely to the average student and the remedial student need to hear the call of Jenkins across the years that we have been so concerned with the needs of the student with educational deficiencies and with raising the general average level of achievement that we have neglected almost entirely the gifted black student.[9]

It was the recognition of the existence of a significant population of gifted black students and the growing awareness that gifted students generally have not been served to the extent of their needs which prompted the survey of

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[7] *Ibid.*, pp. 14-16.

[8] *Op. cit.*, pp. 324-327.

[9] *Ibid.*, p. 328.

programs for gifted students in the historically black colleges and universities in the Southeast. This survey comprises the central part of this study.

It is clearly understood that there has been a tremendous pressure on these schools throughout their histories to provide educational opportunities for black students on a broad basis, to take students where they find them and prepare them for jobs and for advanced academic training, and to provide academic leadership for the black communities in which they are located. Surely with the demanding tasks which fall to these institutions and the limited resources generally available to them, the initiation of new programs is not easy. However, the egalitarian philosophy upon which the black colleges and universities are based demands that they meet the needs of all students be they alike or unalike.

The intent here is not to appraise the quality of the historically black college. There are ample studies of this and the literature grows almost daily. The intent is rather to explore the kinds of programs available for the gifted student and the degree of participation in the programs.

From this exploratory study, it is believed that data will be obtained which will serve as the basis for a workshop, or a series of workshops, for representatives of those institutions who may have interest in examining the criteria for the identification of gifted black students, and their unique needs. From the workshop it is hoped that participating institutions, as well as others, will reexamine existing programs and will develop new programs and research in this important area of student need.

II. SURVEY OF PROGRAMS

Procedures and Response Rate

Letters were sent to the presidents of 75 historically black colleges in the Southeast explaining the project and asking for the names of representatives to fill out questionnaires regarding programs for gifted students at their institutions. Responses were received from 71 of the schools, and questionnaires were then sent to the designated respondents. One school declined to participate in this study. Completed questionnaires were received from 64 schools, 85.3% of the schools initially contacted. The period of data collection extended from January 3 to April 2, 1973.

The 64 schools which returned the questionnaires were found to be a representative sample of all the schools initially contacted. This is shown in Table 1, which presents the percent of schools which returned the questionnaire and the percent of schools in the original sample in each of three categories: type of basic budget support, geographic location, and size of enrollment. Since the percents in each category are very similar for schools in the original sample and for schools which returned the questionnaire, it is concluded that the results will not be biased by the fact that not all the schools originally contacted participated in the study.

TABLE 1.

Percent of Schools In Sample and Percent of Schools Which Responded to Questionnaire In Each Category

	Support		Location		Enrollment	
	Private	State	Border	Deep South	up to 1000	over 1000
Schools which returned questionnaire	62.5%	37.5%	47.0%	53.0%	39.1%	60.9%
Schools in original sample	60.0%	40.0%	45.0%	55.0%	38.7%	61.3%

It was the intention for this first study to explore a program area in the black college which has not been examined. In view of the intention and the methodological considerations, the findings of this study should be considered as an overview of programs and participants in programs for gifted students and not as an intensive, in-depth study.*

The results of the survey are organized in terms of five main objectives:

1. To identify existing programs for gifted students.
2. To describe these programs and their objectives.
3. To determine the number of participants and their characteristics.
4. To determine reaction to these programs by administration, faculty, and students.
5. To identify existing recruitment programs for gifted students and the criteria for student selection.

Since the schools involved in this study varied greatly in size, enrollment ranging from under 500 to over 6,000, results involving numbers of students were presented in terms of medians rather than means. The mean represents the arithmetic average. The median represents the midpoint, or point above and below which half of the measures fall. In cases involving numbers of students, when the distribution is skewed, i.e., when there are measures at both extremes of the distribution, the median gives the most accurate measure of central tendency.

Objective I: To identify existing programs for gifted students.

Most of the schools in this sample had programs for gifted students. Of the 64 schools which completed the questionnaires 43 or 67% indicated that they currently offer at least one special program of academic enrichment for students with high potential. A total of 134 current programs were reported with an average of slightly over three programs per school for the 43 schools with programs. Table 2 shows the number of schools with each number of programs. Almost 21% of the schools had one program, while over 4% had six programs. The largest number of schools had four programs and most schools had three or fewer programs.

*In collecting the data for this study, several problems arose which may limit generalization of the findings. First, in some instances the designated respondent was not the appropriate person to fill out the questionnaire, e.g., the individual did not have access to all the necessary information. Second, in other instances the requested information was not available from any source. Records had not been kept on enrollment in programs, dropout rates, what happened to students from the programs after they graduated, and what honors and awards were received. Third, some of the questions and terms used in the survey instrument were interpreted other than intended. For example, field experiences, as a type of program for gifted students, was equated with practice teaching, and tutorials with remedial work. Inducement programs sometimes were equated with aid based on financial need rather than on academic ability.

TABLE 2.

Number and Percent of Schools Having Each Number of Programs

Number of Programs	Number of Schools	Percent of Schools
1	9	20.9
2	7	16.3
3	8	18.6
4	10	23.3
5	7	16.3
6	2	4.6
Total	43	100.0

No one type of program was predominant. Table 3 shows the distribution of the various programs reported. According to this table the most frequently reported types of programs are independent study and honors programs. The least frequently reported types are "other," honors sections, and tutorials. On the whole, however, the distribution of types of programs was fairly even.

TABLE 3.

Number and Percent of Types of Current Programs

Program	Number of Programs	Percent of Programs
Honors program	23	17.16
Honors sections	15	11.19
Independent study	26	19.40
Credit by exam	20	14.93
Tutorials	16	11.94
Field experiences	20	14.93
Other	14	10.45
Total	134	100.00

These programs are not particularly new. No beginning dates were reported for almost half of the programs, but for those reported, the mean number of years of existence was 5.2 and the median was 4.0. The most recent program was implemented less than a year ago, and the oldest one goes back to 1948. Of the 72 programs for whom age was reported, 26 or 36% were two or three years old.

Most schools had tried some sort of programs for gifted students at one time or another. All together 24 schools, 38% of those filling out the questionnaire, reported that they had programs in the past which were no longer in existence. This included 12 or 57% of the schools which reported that they currently did not have programs, and 12 or 30% of the schools that did have current programs. Nine schools or 14% of all those filling out the questionnaire reported that they had never had programs. Table 4 shows the distribution of the 33 programs reported no longer in existence. The most frequent category of discontinued program was "other" followed by honors sections and honors programs. The

least frequently reported types were independent study, credit by exam, and field experiences.

TABLE 4.

Number and Percent of Types of Past Programs

Program	Number of Programs	Percent of Programs
Honors program	7	21.21
Honors sections	8	24.24
Independent study	2	6.06
Credit by exam	2	6.06
Tutorials	3	9.09
Field experiences	2	6.06
Other	9	27.27
Total	33	100.00

Most of these programs had been in existence for some years before being discontinued. Information on length of existence and on reasons for being discontinued was given for 19 of the 33 programs reported as no longer in existence. Duration ranged from one to 15 years. The mean length of existence was 3.65 years and the median was 5.0 years. The most frequently given reasons for discontinuing the programs were student nonparticipation and replacement by another program, each cited four times.

Objective II: To describe these programs and their objectives.

These programs were generally available to a wide range of students. The largest number of programs, over 44%, were reported as available to all class levels of students, while over 22% were available to all upper-classmen, and slightly less than 12% were only available to freshmen. This is shown in Table 5.

TABLE 5.

Number and Percent of Programs For Which Each Level of Students Is Eligible

Level	Number of Programs	Percent of Programs
Freshmen	16	11.94
Freshmen and sophomore	3	2.38
Juniors and Seniors	7	5.22
Seniors	2	1.49
Upper-classmen	30	22.39
Special students	1	.75
All levels	59	44.03
No response	16	11.94
Total	134	100.00

Criteria for selecting students for participating in these programs were generally conventional. According to Table 6, the most frequently used criterion for selecting students for participating is college grade point average or standing, followed by standardized test scores, or a combination of the two. Need and recommendations were the least frequently used criteria. Less than 4% of the programs were open to all students.

TABLE 6.

Number and Percent of Programs Using Each Type of Criterion For Selecting Eligible Students

Criteria	Number of Programs	Percent of Programs
High school grades	6	4.77
College grades	39	29.10
Test scores	20	14.92
Recommendations	7	5.22
Grades and scores	15	11.19
Open to all	5	3.73
Other	12	8.95
Need	2	1.49
No response	28	20.90
Total	134	100.00

The administration of these programs was, on the whole, traditional. Over half of these programs were reported to be administered by regular college departments, as shown in Table 7. Regular academic divisions were the next most frequently mentioned administrative unit for the programs. Only about 7% of the programs were administered by special departments and only about 4% by special divisions.

TABLE 7.

Number and Percent of Programs Administered By Each Type of Unit

Criteria	Number of Programs	Percent of Programs
Regular departments	76	56.72
Special departments	9	6.71
Regular divisions	15	11.19
Special divisions	5	3.73
Administration offices	10	7.46
Faculty sponsor	3	2.24
Other	1	.75
No response	15	11.19
Total	134	100.00

A search of the catalogs of the schools participating in this study produced few descriptions of program objectives. Those that were found were often put in general terms, for example:

> The program in honors is focused on "depth in breadth" and is structured to improve the student's ability to explore and organize ideas, analyze basic issues, and discern important relationships. Emphasis is placed on the functional significance and meaningful organization of knowledge.

Another school stated its objectives as follows:

> The purposes of the program are to realize the potential of the students, liberate them from requirements which limit their best development and stimulate them to creative and critical thinking.

Another school had a similar goal:

> The purpose of the program is to seek out talented students and to make available to them academic work that is more intense and as demanding as their capacities and interests will permit.

Some schools had broader goals for their programs. One example of a more wide-ranging statement of program objectives is:

1. To create an adequate sense of self and realistic self-esteem.
2. To lessen whatever feelings of alienation [that] may exist between these young people and the world about them.
3. To expose students to an academic climate which is both challenging and rewarding.
4. To help talented young students to become over-achievers.
5. To provide opportunity for organized research into some basic problems facing mankind.

Another school summarized the broad aims of its honors program in the following manner:

1. To offer a program or programs designed to stimulate the gifted student and enable him to do a quality of work in keeping with his potential.
2. To identify continuously the gifted student in the University.
3. To emphasize continuously the Honors Programs at the University.
4. To give proper guidance to the student in the Honors Program.
5. To create an academic climate that will stimulate all students at the University to perform to their intellectual capacity.
6. To attract to the University those students whose educational records show evidence of superior intellectual ability.

Most of the programs described in the school catalogs had similar goals: teaching students to communicate better orally and in writing, and to do independent work. They were geared toward enabling students to study special topics and to pursue in greater depth areas of special interest. These goals were to be attained through a variety of methods, including courses on special topics, seminars, colloquia, reading courses, guided research, independent study, special projects, and field trips. They differed in the degree to which they were integrated with the school's regular academic program, and the specific innovations they included. While they might deal with regular academic materials, they

offered students a chance for in-depth study and exchange of ideas. Honors sections were usually offered for core curriculum of general education courses, mainly for students in the first two years. In some instances they covered the same subjects, but in greater depth, in others they proceeded at an accelerated pace.

Independent study most often involved junior and senior students working in their major fields and pursuing topics of special interest to them through directed reading, library or laboratory research, or other original projects. They often required an honors thesis or a comprehensive examination. Similar programs of intensive study were sometimes also categorized as tutorials, especially if they involved close regular contact with a supervising faculty member.

In some schools students could gain credit for a course without enrolling in it through the Advanced Placement Program, the College Level Examination Program, or other examinations which measured proficiency in a subject area. Some field experiences described involved educational field trips or travel. While others involved only the regular work for certain education or psychology courses required from all students. Other programs listed included foreign travel, special summer sessions, leadership programs, or other special programs in specific areas such as English, humanities or drama.

Objective III: To determine the number of participants and their characteristics.

Information on number of students enrolled in 1971-72 was reported for 65 programs and is shown in Table 8. Information on number of students enrolled in fall of 1972 was reported from 67 programs and is shown in Table 9.

TABLE 8.

Median Number of Students Enrolled in Each Type of Program in 1971-72 Academic Year

Program	Median Number of Male Students	Median Number of Female Students	Median Number of All Students
Honors Program	10.0	14.5	12.0
Honors Sections	14.0	25.0	19.5
Independent Study	15.0	9.0	9.5
Credit by Exam	8.0	5.0	6.0
Tutorials	10.0	9.0	9.0
Field Experiences	15.0	8.5	12.5
Other	13.0	5.5	6.5

TABLE 9.

Median Number of Students Enrolled in Each Type of Program in Fall of 1972

Program	Median Number of Male Students	Median Number of Female Students	Median Number of All Students
Honors Program	10.0	12.0	11.0
Honors Sections	17.5	21.0	20.0
Independent Study	9.0	8.0	8.5
Credit by Exam	6.5	4.0	4.5
Tutorials	12.0	8.0	11.0
Field Experiences	11.5	13.0	12.5
Other	6.0	9.0	6.0

For 1971-72, enrollment in the programs varied considerably and differed for males and females. For all students, the program with the highest median enrollment was honors sections. For females, honors sections also had the highest enrollment, but for males it was independent study and field experiences. In all cases, credit by exam had the lowest median number of participants. In the fall of 1972 the situation was similar. For the entire group, the highest median enrollment was in honors sections. Honors sections also had the highest enrollment for both males and females. Credit by exam had the lowest enrollment overall and for females. The category of "other" programs had the lowest enrollment for males. The largest group of students enrolled in any one program in 1971-72 were 350 females and 201 males enrolled in an honors program, while in the fall of 1972 the largest numbers were 250 males and 250 females enrolled in independent study.

According to these tables in 1971-72 a majority of the programs had a higher median male enrollment, while in the fall of 1972 this trend was reversed slightly in favor of females. A comparison of the two years also shows that there was little change in median enrollment in each program between the two years. Four programs showed a small increase, two had a small decrease, and one reported no change.

Dropout rates were not high either year. Table 10 shows the median number of students who dropped out of the programs each year. These are the most meaningful measures since, in this case too, the distributions were skewed by numbers at the extremes. According to these figures, in 1971-72 honors sections had the highest dropout rate, while in the fall of 1972 tutorials had the highest rate. Of the 55 programs which supplied information on the number of students that had dropped out each year, six reported an increase from 1971-72, 16 reported a decrease, three reported no change, and 30 reported no dropouts either year.

Only 11 of the 64 schools reported the reasons for student attrition. In six instances students were dropped from programs for academic reasons. In five

instances students dropped the programs because they felt the programs were too difficult. (These data are limited, however, by the small number of responses.)

TABLE 10.

Median Number of Students That Dropped Out of Each Program In 1971-72 Academic Year and In the Fall of 1972

Program	Fall 1971-72 Median Number of Dropouts	Fall 1972 Median Number of Dropouts
Honors program	2.0	0.0
Honors sections	5.0	1.5
Independent study	0.0	0.0
Credit by exam	0.0	0.0
Tutorials	2.0	3.0
Field experiences	0.0	0.0
Other	0.0	0.0

It was extremely difficult to get information on the characteristics of the students in these programs. Of the 43 schools which reported having special programs for gifted students 22 indicated that students on their campuses who had participated in these programs had received special academic awards during the 1971-72 academic year, 11 said none had, and 10 did not respond. The most frequently mentioned types of awards were institutional fellowships.

Thirty-one of these 43 schools reported that some students involved in these programs had received academic honors during the 1971-72 academic year, one said none had, and 11 did not respond. The most frequently mentioned types of honors were dean's list and honor societies. Over half of the schools did not respond to the question on number of students from these programs in graduate schools and with full time jobs, often indicating that they did not keep these types of records. Those schools that did respond often did not give detailed information, so it was possible to make from the data only the fairly obvious observation that, of the schools that did answer, some male and female students had gone on to both graduate school and full-time employment.

Objective IV: To determine reactions to these programs by administrators, faculty, and students.

Reactions to these programs were generally favorable. According to Tables 11, 12, and 13 a majority of administration, faculty and students were satisfied with each type of program, and all three groups were about as well satisfied with the various programs. However, overall, the students were reported to be the most satisfied and the faculty the least satisfied. For the three groups, the greatest percent of satisfied responses were reported for "other" programs, honors programs and field experiences, while the smallest percent were reported for credit by exam. Reported dissatisfaction was generally low and similar among the three groups. Faculty members were reported as overall being the

most dissatisfied with the various programs. Although there was variability between the percentage of dissatisfaction expressed by the three groups toward the several programs, administrators, faculty and students alike reported the highest percentage of dissatisfaction with tutorials.

TABLE 11.

Number and Percent of Administrations Reported To Be Satisfied, Neither Satisfied Nor Dissatisfied, and Dissatisfied With Each of The Programs

Program	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	NR	Total
Honors Programs	18 (78.3%)	2 (8.7%)	2 (8.7%)	1 (4.4%)	23
Honors Sections	9 (60.0%)	1 (6.7%)	1 (6.7%)	4 (26.7%)	15
Independent Study	16 (61.4%)	1 (3.9%)	2 (7.7%)	7 (26.9%)	26
Credit by Exam	11 (55.0%)	3 (15.0%)	1 (5.0%)	5 (25.0%)	20
Tutorials	10 (62.5%)	0 (0.0%)	2 (12.5%)	4 (25.0%)	16
Field Experiences	15 (75.0%)	0 (0.0%)	1 (5.0%)	4 (20.0%)	20
Other	12 (85.7%)	0 (0.0%)	0 (0.0%)	2 (14.3%)	14

TABLE 12.

Number and Percent of Faculty Reported To Be Satisfied, Neither Satisfied Nor Dissatisfied, and Dissatisfied With Each of The Programs

Program	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	NR	Total
Honors Programs	17 (73.9%)	3 (13.0%)	2 (8.7%)	1 (4.4%)	23
Honors Sections	8 (53.3%)	3 (20.0%)	2 (13.3%)	2 (13.3%)	15
Independent Study	14 (53.9%)	3 (11.5%)	3 (11.5%)	6 (23.1%)	26
Credit by Exam	10 (50.0%)	3 (15.0%)	1 (5.0%)	6 (30.0%)	20
Tutorials	9 (56.2%)	1 (6.2%)	3 (18.8%)	3 (18.8%)	16
Field Experiences	15 (75.0%)	0 (0.0%)	1 (5.0%)	4 (20.0%)	20
Other	12 (85.7%)	0 (0.0%)	0 (0.0%)	2 (14.3%)	14

TABLE 13.

Number and Percent of Students Reported To Be Satisfied, Neither Satisfied Nor Dissatisfied, and Dissatisfied With Each of The Programs

Program	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	NR	Total
Honors Program	18 (78.3%)	1 (4.4%)	1 (4.4%)	3 (13.0%)	23
Honors Sections	10 (66.7%)	1 (6.7%)	1 (6.7%)	3 (20.0%)	15
Independent Study	16 (61.5%)	1 (3.9%)	2 (7.7%)	7 (26.9%)	26
Credit by Exam	12 (60.0%)	0 (0.0%)	2 (10.0%)	5 (26.9%)	20
Tutorials	10 (62.5%)	0 (0.0%)	2 (12.5%)	4 (25.0%)	16
Field Experiences	15 (75.0%)	0 (0.0%)	1 (5.0%)	4 (20.0%)	20
Other	12 (88.7%)	0 (0.0%)	0 (0.0%)	2 (14.3%)	14

Objective V: To identify existing recruitment and admission programs for gifted students and criteria for student selection.

Information collected on existing programs for the recruitment and admission of students with high ability and on the criteria for student selection is expected to give some indication of concern by school officials for students with high academic potential, to give insight into the selection process and, in turn, indicate the likelihood of finding students with high potential, conventionally and unconventionally measured, at these institutions.

Most of these schools responding reported some inducements for high potential students. Of the 64 schools filling out the questionnaire, 42 or 65.6% reported that they had programs to attract students with high academic potential, while the remaining 22 or 34.4% did not respond to this question. Table 14 shows the number of schools offering each number of inducements. The mean number of inducements was 2.64. The greatest number of schools had three inducements, and 32 or 76% of the schools had more than one type of inducement.

TABLE 14.

Number and Percent of Schools Offering Each Number of Inducements For Gifted Students

Number of Inducements	Number of Schools	Percent of Schools
1	10	23.8%
2	4	9.5%
3	21	50.0%
4	5	11.9%
5	2	4.8%
Total	42	100.0%

Table 15 shows that academic scholarships were the most common type of inducement, followed by loans and special work opportunities. Summer programs, early admission, "other," and advanced standing were reported least frequently. Of the schools which had inducements, 24 or 57% had all three of the following types of inducements: academic scholarships, loans, and special work opportunities.

TABLE 15.

Number and Percent of Various Inducement Programs

Type of Inducement	Number of Schools	Percent of Schools
Academic Scholarships	38	34.2%
Loans	31	28.0%
Special Work Opportunities	28	25.2%
Grants	4	3.6%
Summer Programs	1	0.9%
Early Admission	1	0.9%
Advanced Standing	2	1.8%
Other Scholarships	5	4.5%
Other	1	0.9%
Total	111	100.0%

The relative popularity of the programs varied considerably. Table 16 gives the median number of students involved in each of these types of programs. Special work opportunities involved the greatest number of students, followed by loans and grants. Other scholarships and summer programs included the smallest number of students. Again the medians are the most accurate measures of central tendency because of the skewness of distributions. The sizes of the programs varied from school to school. The smallest number of participants in any program was three receiving academic scholarships at one institution and the largest was 200 receiving loans at another. These data are also limited by the incompleteness of the responses.

TABLE 16.

Median Number of Students Participating In Each Type of Inducement Program

Type of Inducement	Median Number of Students
Academic Scholarships	55.5
Loans	246.0
Special Work Opportunities	269.0
Grants	222.0
Summer Programs	36.0
Early Admission	NR
Advance Standing	NR
Other Scholarships	44.5
Other	100.0

Usually one conventional criterion was used for determining eligibility for these programs. The most frequently used types of criteria were high school graduated (47 programs), financial need (28 programs), and test scores (22 programs). Of the 111 programs, only 17 or 24.3% used multiple criteria in determining eligibility.

Most schools reported having academic criteria for admitting students. Of the 64 schools which returned the questionnaire, 43 or 67.2% indicated that they had some sort of academic criteria for selecting students to be admitted. Ten or 15.6% reported that they had open admission and 11 or 17.2% did not respond to this question. The number and percent of schools using each type of criteria are presented in Table 17. The most commonly used criteria are scores on standardized tests and high school grade point average, followed by rank in high school class. Recommendations and "other" criteria were least commonly used.

TABLE 17.

Number and Percent of Schools Using Various Admissions Criteria

Criteria	Number of Schools	Percent of Criteria
High School GPA	33	24.81%
Rank in High School Class	26	19.54%
Scores on Standardized Tests	36	27.06%
Recommendations	9	6.76%
Open Admission	10	7.51%
Other	8	6.01%
No Response	11	8.27%
Total	138	100.00%

Of the 43 schools which had some sort of academic criteria for selecting students, 32 or 74.4% of them had multiple criteria. Twenty-nine or 90.6% of these used some combination of the following criteria: high school grade point average, rank in high school class, and scores on standardized tests.

Specific criteria used varied from school to school. High school grade point average required for admission ranged from 2.00 to 3.50, with 2.00 or C being the most common category. Rank in high school class also ranged from top one-half to top ten percent, with top one-half being the most frequently given requirement. The most commonly required standardized test was the SAT, and the minimum score required ranged from 540 to 1,000.

III. CONCLUSION

Summary

The findings of this study show that most schools which responded to the questionnaire had more than one program for students with high academic potential, that these programs had been in existence on their campuses for several years. In fact, a majority of the schools had tried some sort of program at one time or another. Furthermore, a majority of students, faculty and administrators were reported to be satisfied with these programs. The programs themselves, however, usually were not highly structured, independently administered units with their own curricula. They seemed more often to be a loose amalgam of efforts to provide special work for students who displayed extra interest or ability, usually without precisely defined objectives. Most programs were available to all levels of students, and grades and/or standardized test scores were used to select those eligible to participate. They varied considerably in size, but most had low drop-out rates. Although labeled differently, most of the programs described seemed to share an emphasis on providing opportunities for in-depth, independent pursuit of special interests and for meeting with similar students to discuss and exchange ideas.

Recommendations

1. The sparsity of data and research on gifted blacks was faced again and again in this study. It is recommended that institutions which serve black students, especially institutions of higher education, collect and study data on this segment of the student population so that unique needs may be identified and met.

2. In order to develop the appropriate, well-structured and well-administered programs required, it is recommended that counselors and teachers, especially those in special education, be encouraged to assist in the development of methods of identification of students with high academic potential, instructional techinques and program design.

3. We recognize that the number of students capable of performing at the highest level of academic effort are not numerous in any institution. It is our belief, as stated in the introduction to this study, that students who are capable of performing at levels higher than those of regular instructional programs exist and are available to most institutions of higher education. It is recommended that those institutions which serve actively recruit such students and provide financial assistance, where necessary as well as program inducements for these pace setters. In expansion of this point, many institutions of higher education in the United States conduct vigorous recruitment programs for students with athletic and musical talents. The presence of these students and their activities influence institutional character and reputation. Persistence, similar to that displayed in the search and early identification of athletes and musicians, should be shown in the search and identification of students with high academic potential so that their presence will also contribute to institutional character and reputation.

4. It is apparent that most, perhaps all, of the schools which participated in the survey are aware of the need for and importance of programs for the student with high academic potential. The institutional commitment as evidenced by the presence and longevity of ongoing programs varied from none to considerable, from zero programs at some institutions to as many as five or six programs at several institutions. It is believed that these institutions, some of which are already affiliated with national honors associations, would find a workshop on programs for black students with high academic potential beneficial in bringing together at their individual institutions some additional institutional resources to be expended toward the development of programs. It is recommended that a workshop be organized with the intention of opening further discussion on the identification, recruitment, support, needs and role at institutions of higher education of black students with high academic potential.

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